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ABSTRACT

A direct outgrowth of the increasing concern toward accountability in education is the "Peer and Self-Evaluation Checklist" (PSEC), which was first developed in 1972. The PSEC was developed and refined to provide greater insight into an individual's competency. The checklist contains 60 items or criteria, which are distributed within the following six general areas of competency: a) goal-priority orientation--5 items; b) open-mindedness--8 items; c) willingness to work--4 items; d) human relations--7 items; e) personal characteristics--7 items; f) professional skills and competency--19 items. For each item there is a choice of six possible responses (with accompanying point values) which may be checked. The responses and point values are a) N/A--no points; b) totally unacceptable--1 point; c) poor--3 points; d) average--5 points; 3) above average--7 points; e) superior--9 points. The total point value revealed through the administration of the PSEC merely provides a frame of reference within wb ch a specific person's competency may be viewed in light of the total points possible. (The instrument is included in this document, along with a score sheet.) (Author/JA)

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INCREASED ACCOUNTABILITY WITHIN THE GENERAL FRAMEWORK OF EDUCATIONAL INSTITUTIONS THROUGH THE UTILIZATION OF THE PEER AND SELF-EVALUATION CHECKLIST (PSEC)

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Educators have traditionally given lip service to the process of evaluation, both peer evaluation and self-evaluation. In recent years there has been a concerted effort across a broad spectrum of educational levels to develop more sophisticated methods and "tools" which may be utilized in determining the effectiveness and efficiency of an individual or group of individuals in the performance of specific or general duties and responsibilities. Undoubtedly the renewed interest in educational evaluation processes and techniques is a direct result of the increased significance currently being given in educational circles to the term "accountability".

A direct outgrowth of the increasing concern toward accountability in education is the PEER AND SELF-EVALUATION CHECKLIST (PSEC) which was first developed in 1972. The PSEC was developed and refined in order to provide greater insight into an individual's competency. The checklist contains sixty (60) items or criteria which are distributed within the following six general areas of competency:

(A). Goal-Priority Orientation -- 5 items

(B). Open-mindedness -- 8 items

(C). Willingness To Work -- 4 items

(D). Human Relations -- 17 items

(E). Personal Characteristics -- 7 items

(F). Professional Skills and Competency -- 19 items.

For each of the sixty items comprising the instrument there is a choice of six possible responses (with accompanying point values) which may be checked. The responses include:

(A). N/A -- no point values

(B). Totally Unacceptable -- 1 point

(C). Poor -- 3 points

(D). Average -- 5 points

(E). Above Average -- 7 points

(F). Superior -- 9 points.

It should be noted that for each item which N/A is checked as the response, nine points should be substracted from the total number of points which may possibly be earned. For example, if there are three such items which are checked N/A then 27 (3 X 9 pts.) should be substracted from the total 540 possible points (60 X 9 pts.) leaving 513 possible points which may be earned by a specific individual. The total point value revealed through the administration of the PSEC merely provides a frame of reference within which a specific person's competency may be viewed in light of the total points possible.

The PSEC may be utilized to subjectively evaluate others (in light of the arbitrarily established criteria) as well as for self-evaluative purposes. In instances where an individual (administrator for example) wishes to utilize the PSEC to evaluate a second person it is recommended that the person being evaluated be encouraged to complete the instrument himself

followed by an examination, comparison and frank discussion of the results which are obtained by both the person being evaluated and the individual initiating the evaluation process.

In the situation where an individual desires to initiate a self-evaluation he may merely complete the instrument himself or may elect to secure the assistance of working associates who should be asked to complete the instrument in an anonymous manner.

In attempting to complete a self-evaluation via the PSEC it is possible and often advisable for the person instigating the self-evaluation to compare his concept of his own competencies with the anonymous responses of those associates who have agreed to also complete the instrument. In examining the responses to the various items within the instrument it is possible to obtain an overview of the general competencies of an individual by viewing all sixty items as a whole. In addition, one may view each of the six general categories comprising the PSEC as an entity in itself. Reviewing each category separately provides greater insight into the six arbitrarily created dimensions of professional competency as provided in the PSEC.

A score sheet is included in the Appendix which provides for tabulation, in numerical order, of all sixty items within the instrument. In addition, the score sheet enables items within each of the six general categories of competency to be tabulated as portions of a sub-group.

PEER AND SELF EVALUATION CHECKLIST

INSTRUCTIONS: Please circle the appropirate response for each item as it relates to the individual in question. If you have had no opportunity to observe the individual in respect to a specific item, please so indicate by circling N/A.

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(1) Ability to recognize the need for creating priorities and following same.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(2) Ability to accept "points of view" of others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(3) Integrity in his personal and professional relationship with others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(4) Ability to "laugh at oneself".

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(5) Willingness to go beyond what is expected of him in respect to his responsibilities at the institution.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(6) Ability to accept others for what they are and to work with them in the most productive manner in respect to effectiveness and efficiency.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(7) Ability to get along with administrators and others in higher authority.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOE

(8) Has he demonstrated initiative or the ability to take action?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(9) Ability to plan, organize, and evaluate an efficient organization.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(10) Ability to accept praise in a professional manner.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(11) Willingness and ability to "listen" to others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(12) Has the individual demonstrated that he is a dedicated professional?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(13) Does the individual have a sense of humor?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(14) Ability to get along well with others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(15) Ability and willingness to work effectively and efficiently in one-on-one situations.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(16) Can the individual think for himself?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(17) Ability to evaluate the competencies and areas of expertise of others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(18) Willingness to accept responsibility and authority for discharging obligations to the institution and the profession.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(19) Ability to see beyond the "trees" and to view the entire "forest" in its proper perspective.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(20) Ability to take direction.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(21) Is the individual intelligent and well-rounded in educational philosophy?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(22) Ability to relate well with students.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(23) Willingness to spend more than "his fair share" of time and effort in activities involving the institution.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(24) Willingness to cooperate in a responsible and meaningful manner--not always "having to have one's own way".

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(25) Awareness of group processes in the working interrelationships of the institution.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(26) Is the individual creative in the performance of his responsibilities?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(27) Ability to make decisions.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(28) General level of professional TECHNICAL COMPETENCE in his areas of responsibility.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(29) General level of professional skills in respect to HUMAN OR INTERPERSONAL RELATIONSHIP.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(30) Ability and willingness to adapt to given situations and to make the most of them.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(31) Does the individual have patience in his everyday tasks as well as in his overall plan of action?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(32) Willingness and ability to recognize and to accept the fact that the needs, objectives and goals of the entire institution takes precedence over the needs, objectives and goals of the smaller components of the institution (departments, personal ambition, various activities within the institution).

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(33) Does the individual seek and allow input from colleagues and does he foster a democratic "give-and-take" relationship with his peers?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(34) Does the individual seem to be of sterling character and personal and professional integrity?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(35) Willingness to provide meaningful assistance to others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(36) Ability and willingness to work effectively and efficiently in small group situations.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(37) Ability to operate without always thinking of "own little kingdom".

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(38) Ability to relate well with minority students.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(39) General professional competency in conducting institutional business with others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(40) Does the individual possess competency and skill in developing procedures and policies?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(41) General level of his professional skills in respect to CONCEPTUAL SKILLS (viewing entire picture in proper perspective instead of being concerned with only a narrow point of view.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(42) Ability to determine the needs of others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(43) Willingness and ability to seek out and solicit advice and counsel from others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(44) Sense of service above personal ambition.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(45) Demonstrates "Professionalism" in his performance of daily tasks (punctuality, politeness, courteous, dependability, proper dress, loyalty, etc.)

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(46) Resourceful, imaginative and enthusiastic in his dealings with others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(47) General character of this individual.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(48) Demonstrated concern with the professional growth of others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(49) Ability to create and maintain meaningful communication channels and utilize same adequately.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(50) Willingness and desire to learn and to improve his competencies and areas of expertise.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(51) Ability and willingness to work effectively and efficiently in large group situations.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(52) Ability to provide and initiate innovative measures, procedures and processes.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(53) Ability and willingness to accept criticism in the proper manner and to improve as a professional as a result.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(54) General intellectual capacity in his professional field.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(55) Ability to achieve empathy for others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(56) Ability to recognize, accept and understand the problems and beliefs of others.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(57) Has the individual demonstrated ability and willingness to consistently work up to his potential ?

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(58) Ability and willingness to think before acting in haste.

TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(59) Has the individual demonstrated ability in skillfully utilizing communication channels ?

TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

(60) Ability to allocate available resources for proper realization of priorities and/or goals.

N/A TOTALLY UNACCEPTABLE POOR AVERAGE ABOVE AVERAGE SUPERIOR

APPENDIX

SCORE SHEET FOR PSEC

ITEM	Points Earned	ITEM	Points Earned	ITEM	Points Earned
1		21		41	
2		22		42	
3		23		43	
4		24		44	
5		25		45	
6		26		46	
7		27		47	
8		28		48	
9		29		49	
10		30		50	
11		31		51	
12		32		52	
13		33		53	
14		34		54	
15		35		55	
16		36		56	
17		37		57	
18		38		58	
19		39		59	
20		40		60	

SCORE SHEET FOR PSEC BY AREAS OF COMPETENCY

Area (A). Goal-Priority Orientation

Items:	Points Earned
1	
60	
40	
19	
32	
Total	

Area (B). Open-mindedness

Items:	Points Earned
2	
33	
20	
43	
11	
50	
53	
10	
Total	

Area (C). Willingness To Work

Items:	Points Earned
57	
23	
44	
5	
Total	

Area (D). Human Relations

Items:	Points Earned
6	
56	
55	
24	
37	
41	
35	
46	
14	
22	
38	
7	
15	
36	
51	
25	
29	
Total	

Area (E). Personal Characteristics

Items:	Points Earned
3	
34	
47	
12	
45	
4	
13	
Total	

SCORE SHEET FOR PSEC BY AREAS OF COMPETENCY-continued

Area (F). Professional Skills and Competency

Items:	Points Earned
8	_____
27	_____
16	_____
58	_____
18	_____
39	_____
28	_____
31	_____
9	_____
17	_____
42	_____
48	_____
26	_____
30	_____
52	_____
49	_____
59	_____
21	_____
54	_____
Total	_____

GRAND TOTAL _____